ALP SAFEGUARDING AND CHILD PROTECTION POLICY

1.   Purpose and Aims

The purpose of Ashington Learning Partnership's (ALP) Safeguarding and Child Protection Policy is to ensure every child who is a registered pupil at Bothal or Central Primary School is safe and protected from harm.

1.1   We will always work to:
- Protect our children from maltreatment;
- Prevent impairment of our children's mental and physical health or development;
- Ensure that our children grow up in circumstances consistent with the provision of safe and effective care;
- Enable our children to have the best outcomes.

1.2   To give clear direction to staff, governors, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children across the ALP.

1.3   To identify and respond to the key contextual safeguarding issues for our school and community.

This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2.   School Ethos

2.1   The child's welfare is of paramount importance. The ALP will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children will be able to talk freely to any member of staff if they are worried or concerned about something.

2.2   Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff within the ALP play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.3   All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4   Through our curriculum, we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. Through Skills for Life, we also extend our curriculum to include opportunities that will encourage our children to develop essential life skills.

2.5 Delivering carefully crafted, meaningful PSHE is a core part of our duty to safeguard children, it equips them to become engaged, informed, compassionate citizens, giving them the understanding and skills they need to deal with their experiences in both the local community and outside of it. Our curriculum is built to provide children with an authentically compassionate attitude towards equality and social justice so that they can enact positive change in our local community, including explicit teaching of the protected characteristics defined under the Equality Act. PSHE delivery is flexible to respond to trends and events emerging from specific individual, classes or cohorts of children and develop their responses to local, national and global issues.

2.6 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2018) and Local Safeguarding Partners' Procedures.

3. Roles and Responsibilities

Role	Bothal Primary School	Central Primary School
Designated Safeguarding Lead (DSL)	Leanne Johnson	Sam Agan
Deputy DSL	Anne Parker (Bothal Lower) Michelle Marshall (Bothal Upper)	Catharine Harle (Central Lower) Alan Kemp (Central Upper)
Executive Principal	Andy Roberts	Andy Roberts
Named Safeguarding Governor	Ian Harbottle	Ian Harbottle
Chair of Governing Body	Laura Davison	Laura Davison

It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils within the ALP. This includes the responsibility to provide a safe environment in which children can learn.

3.1 The Governing Body is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named Governor who champions safeguarding within the school. They will ensure:
- The Safeguarding and Child Protection Policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Local Safeguarding Partners' policies and procedures;
- The ALP contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- A senior member of staff from the leadership team is designated to take the lead responsibility for safeguarding and child protection and that there are

Deputy DSLs who are appropriately trained to deal with any issues in the absence of the DSL. There will always be cover for this role;

- All staff receive a safeguarding induction and are provided with a copy of this policy and the staff code of conduct;
- All staff undertake appropriate child protection training that is updated regularly, at least annually;
- Procedures are in place for dealing with allegations against members of staff and volunteers, in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' DfE (2020);
- Governors remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

The Governing Body will receive an annual safeguarding report that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity and will inform the Governing Body how the school meets its statutory requirements.

The Governing Body will also undertake a range of 'safeguarding visits' over the year to monitor compliance within the safeguarding agenda.

3.2   The Executive Principal (EP) is responsible for:
- Identifying senior members of staff from the leadership team to be the DSLs;
- Identifying members of staff to act as the DSL in their absence to ensure there is always cover for the role;
- Ensuring that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaising with the Local Authority Designated Officer (LADO) in the event of an allegation of abuse being made against a member of staff.

3.2   Designated Safeguarding Leads (DSLs)
The DSLs are senior members of staff, from the leadership team who take lead responsibility for safeguarding and child protection within Bothal and Central Primary School. The DSLs will carry out their role in accordance with the responsibilities outlined in Annex B of 'Keeping Children Safe in Education' DfE (2020).

The DSLs will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child's safety or welfare will be recorded on CPOMS (or in writing and given to a DSL where access to CPOMS is not available).

During term time the DSLs and/or a deputy will always be available (during school hours) for staff in the schools to discuss any safeguarding concerns. If in exceptional circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and any other relevant media.

The DSLs will manage referrals and will: refer cases of suspected abuse to children's social care, refer cases to the Channel programme if there is a radicalisation concern, refer relevant cases to the Disclosure and Barring Service and to the Police where a crime has been committed.

The DSLs will liaise with the three safeguarding partners (Northumberland County Council, Northumbria Police and Northumberland Clinical Commissioning Group) and other agencies where necessary. Through regular training, knowledge and experience the DSLs will be equipped to attend and contribute to child protection case conferences, strategy discussions and other interagency meetings.

The DSLs will maintain detailed, accurate written records and child protection files ensuring that they are kept confidential and stored securely.

The DSLs are responsible for ensuring that all staff members and volunteers are aware of the school's safeguarding policy and the procedures they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction.

The DSLs will help promote educational outcomes by sharing information about the issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff.

4   Training and Induction

4.1   When they join the school, every new member of staff or volunteer will be informed of safeguarding procedures, including the recording and reporting procedures.

They will receive safeguarding training during their induction period within the first half term of joining the school. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record concerns and the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistleblowing in respect of concerns about another adult's behaviour and suitability to work with children.

4.2   In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of Keeping Children Safe in Education (2020); In order to achieve this, we will ensure that:
- All members of staff undertake appropriate safeguarding training on an annual basis;
- We evaluate the impact of this training;
- All staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with the relevant skills and knowledge to safeguard children effectively;
- All regular staff, temporary staff and visitors in school wear a lanyard which has a quick reference guide stored with the ID badge;

- DSLs and Deputy DSLs have a yellow ID cover on their lanyard to ensure they can be easily identified;
- Members of the safeguarding team posters are displayed at reception and around each of the four school sites (See Appendix C).

4.3   All regular visitors, temporary staff and volunteers to our schools will be given a safeguarding induction sheet (See Appendix E); they will be informed of who the DSLs and alternative staff members are (See Appendix C) and what the recording and reporting system is (See Appendix R).

4.4   The DSL, the other designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend appropriate training. In addition to formal training, the DSL will ensure that they update their knowledge and skills at regular intervals, but at least annually, to keep up with any developments relevant to their role.

4.5   Our Governing Body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard children.

4.6   We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance; Annex A of 'Keeping Children Safe in Education' (2020) provides links to guidance on specific safeguarding issues. In addition, throughout the school year we will brief staff on key issues identified by the ALP.

4.7   All staff are expected to read these key documents and fully **understand** their responsibility:
   1.   Part One and Annex A of 'Keeping Children Safe in Education' DfE (2020);
   2.   ALP Safeguarding and Child Protection Policy;
   3.   ALP Behaviour Support Policy;
   4.   ALP Staff Code of Conduct and Dress;
   5.   ALP Whistleblowing Procedure;
   6.   Safeguarding responses to children who go missing from education;
   7.   Role of the Designated Safeguarding Lead, Annex B of 'Keeping Children Safe in Education' DfE (2020);
   8.   The identity of the DSL and any deputies (See Appendix C).

5.   **Procedures for Managing Concerns**

5.1   All staff must report any concerns that they have and not see these as insignificant. Staff should not assume a colleague or another professional will take action and share the concern.

On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the DSLs to build up a

picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

Staff must immediately report:
- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
- Any explanation given which appears inconsistent or suspicious;
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings or play);
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
- Any concerns that a child is presenting signs or symptoms of abuse or neglect;
- Any significant changes in a child's presentation, including non-attendance;
- Any hint or disclosure of abuse from any person;
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present.

Staff must also consider children who might present as vulnerable (see appendix F).

5.2   Responding to Disclosure
Disclosures or information may be received from pupils, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, all staff will handle disclosures with sensitivity.

Such information cannot remain confidential and staff will immediately communicate what they have been told to the DSL.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the DSL in order that they can make an informed decision of what to do next. Staff will:
- Listen to and take seriously any disclosure or information that a child may be at risk of harm;
- Try to ensure that the person disclosing does not have to speak to another member of school staff;
- Clarify the information;
- Try to keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
- Try not to show signs of shock, horror or surprise;
- Not express feelings or judgments regarding any person alleged to have harmed the child;
- Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person;
- Reassure and support the person as far as possible;
- Explain that only those who 'need to know' will be told;

- Explain what will happen next and that the person will be involved as appropriate;
- Add a cause for concern incident to CPOMS or complete the appropriate purple or yellow child protection concern form (Appendix R).

5.3   The DSLs should be used as a first point of contact for concerns and queries regarding any safeguarding concern at the ALP. Any member of staff or visitor to the schools who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternative designated person. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

5.4   All concerns about a child or young person should be reported without delay and recorded in writing using the agreed procedures (CPOMS or by completing a child protection concern form (see appendix R)). If in doubt about recording requirements, staff should discuss this with the DSL.

5.5   Following receipt of any information that raises concern, the DSL will consider what action to take (See Appendix T) and seek advice from Children's Services as required. All concerns, discussions and decisions made, and the reasons for those decisions should be recorded on CPOMS.

5.6   It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with these procedures.

5.7   All referrals will be made in line with Northumberland Children's Services procedures.

5.8   The ALP adheres to child protection procedures, which have been agreed locally through the Local Safeguarding Partners. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with local threshold guidance.

5.9   If, at any point, there is a **risk of immediate serious harm** to a child, a referral should be made to Children's Services **immediately**. Anybody can make a referral. If the child's situation does not appear to be improving, then the staff member with concerns should press for reconsideration by raising concerns again with the DSL and/or the Head of School (HOS)/EP. Concerns should always lead to help for the child at some point.

5.10   Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services, or the police if:
- The situation is an emergency and the DSLs, Deputy DSLs and the HOS/EP are all unavailable;

- They are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff, who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy, should raise their concerns with the HOS/EP or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point, then they should contact Children's Services directly with their concerns.

5.12 Early Help

If early help is appropriate, the DSL (or deputy) will generally lead on liaising with other agencies and setting up an interagency assessment, as appropriate.

Staff may be required to support other agencies and professionals in an early help assessment and, in some cases, where education is the fundamental factor, act as the lead practitioner.

Early help assessments should be kept under review and referred to social care for assessment if the child's situation does not appear to be improving or is getting worse.

5.13 Vulnerability

Staff should consider children who may be particularly vulnerable to abuse and may require early help. Factors that can increase vulnerabilities can include:
- Any children with additional needs including children with Special Educational Needs/Disabled children (SEND);
- Children facing housing issues such as frequent moves and homelessness;
- Those living in families with chaotic lifestyles;
- Families with increased stress, parental mental health and/or drug and alcohol dependency;
- Those children living elsewhere, with friends, relatives, are in care or are leaving care;
- Asylum seekers/refugees;
- Those vulnerable to discrimination on the basis of their sexuality, race, religion, ethnicity or disability;
- Children at risk from neglect or abuse including specific issues such as FGM, CSE, forced marriage, radicalisation and living in households with domestic abuse;
- Children with communication difficulties;
- Children without adequate parenting/supervision, which could lead to abuse, risk-related behaviour and sexual exploitation.

This is not an exhaustive list but merely an example of vulnerabilities that staff must consider when identifying safeguarding concerns.

6. **Recording and Information Sharing**

6.1 If staff are concerned about the welfare or safety of any child at the ALP, they will record their concern on CPOMS or the child protection concern report form (See

Appendix R). They should ensure that the form is signed and dated. Any concerns should be passed to the DSL **without delay.**

6.2   All information will be recorded on CPOMS.

6.3   Child protection information will be recorded on CPOMS. CPOMS settings will ensure that child protection information is secure and can only be viewed by those permitted to. Records will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All child protection files will include; a chronology, a contents front cover and will record significant events in the child's life.

6.4   Child protection files will be the responsibility of the DSLs. Child protection information will only be shared with relevant staff/agencies on a 'need to know' basis in the child's interests and on the understanding that it remains strictly confidential.

6.5   When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in a secure agreed manner. We will retain evidence to demonstrate we have acted accordingly when dealing with safeguarding matters and how the file has been transferred; this may be in the form of electronic records via CPOMS audit features or a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the Local Authority.

6.6   The ALP is GDPR compliant. Further information is available within the ALP Data Protection GDPR Policy.

7.   Working with Parents and Carers
7.1   The ALP is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

7.2   When new pupils join our schools, parents and carers will be informed that we have a safeguarding and child protection policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.

7.3   We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.

7.4   We will seek to share with parents any concerns we may have about their child unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSLs making a referral to Children's Services in those circumstances where it is appropriate to do so.

7.5   In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:
- Full names and contact details of all adults with whom the child normally lives;
- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The school will retain this information on the pupil file and wherever possible will hold more than one emergency contact for each child. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing. If in any doubt about information sharing, staff should speak to the DSL or Deputy DSL. Fears about sharing information <u>must not</u> be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

8.   Child Protection Conferences

8.1   Children's Services will convene a Child Protection Conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

8.2   Staff members may be asked to attend a Child Protection Conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the DSL or Head of School. In any event, the person attending will need to have as much relevant, up to date information about the child as possible; any member of staff may be required to contribute to this process.

8.3   All reports for Child Protection Conferences will be prepared in advance, using the guidance and template report. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

8.4   Clearly, Child Protection Conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a Child Protection Plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

9.   Safer Recruitment

9.1   We will ensure that the HOS/EP/Business Manager and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times, the EP and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of 'Keeping Children Safe in Education' (2020).

9.2   The ALP will follow the Recruitment and Selection Procedures when making decisions about the suitability of prospective employees. This will include conducting the relevant checks, obtaining appropriate references and information from interviews.

9.3   We will maintain a Single Central Record of all safer recruitment checks carried out in line with statutory requirements.

10.   Safer Working Practice

10.1   All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of children. They should adopt high standards of personal conduct in order to maintain confidence and respect of the general public and those with whom they work.

10.2   All staff will be provided with a copy of the ALP's Code of Conduct and Dress at induction, which sets out expectations of staff behaviour. We will review our Code of Conduct regularly and ask staff to ensure that they are familiar with the current version. Staff are expected to carry out their duties in accordance with the Code of Conduct.

10.3   There will be occasions when some form of physical contact is inevitable, for example if a child has an accident, is hurt, or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for positive handling must be adhered to.

10.4   If staff, visitors, volunteers or parent helpers are working with children alone they must ensure they are visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

10.5   Staff are responsible for their own actions and behaviour and should avoid any conduct, which would lead any reasonable person to question their motivation and intentions.

Further advice can be found in 'Guidance for Safer Working Practices for Adults who Work with Children and Young People in Education Settings' (2019). (Available on Clennell Education Solutions website).

All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

11. Managing Allegations against Staff and Volunteers

11.1 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in the *local procedures* and Part 4 of 'Keeping Children Safe in Education', DfE (2020) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). The LADO can be contacted to request a consultation or make a referral.

11.2 If an allegation is made or information is received about any adult who works in our setting, which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the EP immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the EP, this will be reported to the Chair of the Governing Body.

In the event that neither the HOS/EP nor Chair of Governing Body is contactable on that day, the information must be passed to and dealt with by either the most senior member of staff or the Vice Chair of Governors.

11.3 The EP or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the Governing Body will undertake further investigations before receiving advice from the LADO.

11.4 Any member of staff or volunteer who does not feel confident to raise their concerns with the HOS/EP or Chair of Governors should contact the LADO directly. Further national guidance can be found at: Advice on whistleblowing. The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

11.5 The ALP has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.

12. Impact Assessment

The impact assessment has not identified any potential for discrimination or adverse impact.

13. Implementation and Monitoring

The safeguarding lead and Executive Principal will implement this policy as required. The Executive Principal and Governing Body will monitor the implementation. The Governing Body will receive annual safeguarding reports.

14. Statutory Framework

This policy has been devised in accordance with the following legislation and guidance:

- 'Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children', DfE (2018);
- 'Keeping Children Safe in Education', DfE (2020);
- Local Safeguarding procedures;
- Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings (May 2019);
- 'What to do if you're worried a child is being abused', DfE (March 2015);
- 'Information Sharing: Advice for practitioners', DfE (July 2018)
- 'The Prevent Duty: Departmental advice for schools and childcare providers', DfE (2015);
- 'Mandatory Reporting of Female Genital Mutilation – procedural information', Home Office (October 2015).

15. Other Relevant Documents

To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded; the following policies are also included under our safeguarding umbrella:

- ALP Anti-Bullying Policy
- ALP Allegations of Abuse Procedures
- ALP Attendance Policy
- ALP Behaviour Support Policy
- ALP Data Protection GDPR Policy
- ALP Educational Visits and School Trips Policy and Procedures
- ALP Equality and Diversity in Employment Policy
- ALP Health & Safety and Risk Management Policy and Procedures
- ALP Infection Control Policy
- ALP Intimate Care Policy
- ALP Online Safety Policy (incl. Acceptable Use)
- ALP Positive Handling, Physical Intervention & Restraint Policy
- ALP Recruitment and Selection Policy and Procedure
- ALP Staff Equality Statement
- ALP Staff Code of Conduct and Dress Policy
- ALP Supporting Pupils with Medical Conditions Policy
- ALP Tackling Extremism, Radicalisation and Promoting British Values Statement
- ALP Use of Images Procedure
- ALP Whistleblowing Procedure

As a result of COVID-19, Ashington Learning Partnership have recognised the need to adapt some of our policies and procedures. The following documents should be read in conjunction with the ALP Safeguarding and Child Protection Policy:

- Safeguarding Policy Remote Learning and Training (See Appendix 1)
- Code of Conduct – COVID 19 Temporary Addition (See Appendix 2)

Appendices:

A.   Safeguarding Policy Remote Learning and Training
B.   Code of Conduct – COVID 19 Temporary Addition
C.   Roles and Responsibilities
D.   Suspect child at risk action flow diagram
E.   Safeguarding Induction Sheet
F.   Abuse and Neglect
G.   Child Exploitation*
H.   So-called 'honour based' Abuse*
I.   Preventing Radicalisation*
J.   Private Fostering*
K.   Children Missing Education (CME)*
L.   Peer on Peer Abuse*
M.   Sexually Harmful Behaviour*
N.   Trafficking and Modern Slavery*
O.   Domestic Abuse
P.   Homelessness
Q.   Key Safeguarding Contacts
R.   Child Protection and E-Safety Report Forms
S.   CPOMS Information
T.   Designated Person Check List

* Specific Safeguarding Issues

Created O Reviewed X	
Signed:	Name: Leanne Johnson, Author
Signed:	Name: Andy Roberts, Reviewer
Role: Executive Principal	Date: November 2020
Adopted	
Signed:	Name: Laura Davison
Role: Chair of Governors	Date: November 2020

Safeguarding Policy - Remote Learning and Training

Keeping pupils safe continues to be our top priority. All school staff have a continuing responsibility to promote the welfare of the children we teach and protect them from harm, (in the form of neglect or physical, emotional, or sexual abuse), and to support vulnerable children.

This appendix to our safeguarding policy details changes to our procedures to reflect changes in the delivery of learning/training for staff, pupils and parents. In this context of blended remote learning, due to Covid-19 school are particularly mindful of the need to follow strict protocols for online teaching from home as well as online training for staff to ensure pupil and staff safety.

Guiding Principles: The way we are currently working under a hybrid model of training/learning in response to coronavirus is fundamentally different to business as usual; however, a number of important safeguarding principles remain the same:
- The best interests of children come first;
- Anyone who has a safeguarding concern about a child must raise the concern immediately with the DSL;
- The DSL or deputy should be available at all times;
- Children and staff should be protected online;
- If a staff member has safeguarding concerns about another member of staff or the EP, they should follow the procedures laid out in the main safeguarding policy.

This appendix is drawn up in accordance with the following statutory DfE guidance, in addition to other legislation, and key documents identified in our safeguarding policy, in particular:
- 'Keeping Children Safe in Education', September 2020;
- Coronavirus (COVID-19): Safeguarding in schools, colleges and other providers, 2020;
- The full reopening of school, 2020;
- Guidance on vulnerable children and young adults, 27th March 2020;
- Teaching online safety in schools, June 2019.

Staff must continue to adhere to school policies relating to safeguarding:
- Safeguarding Policy;
- Behaviour Support Policy;
- Anti-bullying Policy;
- Prevent Extremism Policy;
- Acceptable Use Policy;
- Data Protection GDPR Policy;
- Staff Code of Conduct and Dress Policy

Roles and Responsibilities
Although the DSL or deputies may not be on site, they are available to respond to any safeguarding concerns. Staff should follow normal procedures as outlined in the ALP's Safeguarding Policy.

Ross Crichton (Network Manager) is responsible for maintaining safe IT arrangements. He ensures that appropriate filters and monitoring systems are in place to protect children when they are online on the schools' IT systems.

Louise Hall (Head of School) is the lead on remote teaching.

Staff Training
- Staff are expected to read the ALP E-safety Policy, Safeguarding Policy, Staff Code of Conduct and sign the E-safety Remote Learning Code of Conduct protocol before teaching remotely.
- Teachers must learn how to use Google Classroom and be aware of the potential safeguarding issues in remote learning, including the need to check the suitability of any online source that they recommend to the pupils.
- Teachers must be aware of the reporting route should they have a safeguarding concern about any child or member of staff.

Pupil Attendance

It should be made clear to parents that children are expected to attend online lessons according to the published timetable. Where a parent requests flexibility to complete tasks, this can be granted within the 9am - 4pm school day, but children must attend for registration.

A register will be taken at the start of each online school day. Teachers must report pupil attendance on day one to the school office and remote learning lead. The remote learning lead will contact the families of pupils who have not logged their attendance to address any access queries. Day two - The office will follow up on any child who does not attend and record the reason for absence. Day three, non–attendance without a legitimate reason will be referred to the attendance officer.

Online Safety

To be read in conjunction with the E-safety Policy and ALP Remote Teaching Data Security and Advice for ALP staff documentation.

Pupil screen time will inevitably be increased significantly, both for home learning and personal use. The school is committed to keeping children safe online and to ensuring positive online interaction between teachers, parents and pupils.

Pupils will be given guidance in line with the DfE guidance on 'Teaching about online safety,' June 2019.

Pupils will be taught through the school's E-safety curriculum to access Google classroom and form positive remote learning habits including:
- How to ensure appropriate online behaviour;
- How to evaluate what they see online;
- How to identify online risks;
- How and when to seek support.

Staff will reinforce E-safety messages with pupils at the start of the autumn term through a dedicated refresher unit. Before commencing remote learning all pupils will watch a short video from our E-safety lead followed by a quick quiz to check understanding. Staff will monitor responses and address misconceptions with the group.

All pupils in Year 2 – Year 6 will be asked to sign an online learning code of conduct. By signing, they agree to maintain positive habits of learning, communicate respectfully with teachers and other pupils online, behave properly, as they would in school, and act responsibly online to ensure their own safety and that of others.

Parents of pupils in 2-year-olds to Year 1 will be sent a copy of the E-safety code of conduct.

Parents should be aware of:
- The importance of remaining in control of electronic devices at home and remaining in earshot when children are in contact with teachers;
- What their children are being asked to do online during this period of remote learning;
- The sites that the children will be asked to access;
- Filters that might be appropriate on home computers if online lessons are to be effective;
- Who their child is going to be interacting with online;
- How to report concerns to the school;
- Where to seek support to help them to keep their children safe online.

To aid parents to easily access the above information a dedicated e-safety page is available on both Central and Bothal Primary School websites.

Staff should:
- Reinforce e-safety messages during lessons and when setting homework that requires access to the internet;
- Encourage students to be critically aware of the content they access on-line and be guided to validate the accuracy of information, acknowledge the source of information used, avoid plagiarism and respect copyright;
- Be alert to possible peer-on-peer abuse. This could occur during online collaborative work in Google Classroom or on a Google Meet/Teams/Zoom session. Teachers must control these sessions and report concerns. No additional unsupervised online collaborative work should be allowed;
- Check what is visible on screen to the pupil, so that nothing inappropriately personal is visible (e.g. personal item, painting, poster);
- Make sure that there is never a possibility of strangers having access to the screen;
- Never engage in private messaging or video calls with pupils;
- Check thoroughly any pictures or video-clips that we want to share with pupils – watching the whole video before sharing;
- Read the ALP's protocol for data and online safety;
- Report immediately any concerns about online safety of pupils to the DSL or one of the deputies. Any such concerns should be dealt with as per our safeguarding policy and where appropriate referrals should still be made to children's social care and as required to the police;
- Ensure that their communication online upholds the professional standards of the profession as outlined in the Teachers Standards, 2012.

Staff should be aware of the UK Safer Internet Centre's professional online safety helpline, which provides support with any online safety issues, which they may face:
- https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline;
- UK Safer Internet Centre - to report and remove harmful online content;

- CEOP - for advice on making a report about online abuse of SEN pupils. We are aware that SEN children are particularly vulnerable and need added support, both in terms of staying safe online and accessing education successfully.

Mental Health

Teachers are aware that temporary school closure and distance learning can affect the mental health of pupils and their parents. Teachers should take this into account in setting expectations of pupils' work when they are at home and raise concern if they suspect, from a child's behaviour or emotional state during online lessons, that there may be underlying mental health issues. Staff should contact the Assistant Head of School to raise their concerns.

Teachers should also be mindful of their own mental health and wellbeing when conducting online learning, a network of support is available through their line manager, remote learning lead, E-safety team, computing lead, the senior team and attendance team.

Data Protection:
- Under GDPR all online content from a pupil is personal data and subject to the provisions under the Data Protection Act;
- All staff should maintain the security of computerised databases of information on individual pupils;
- The names, email addresses and phone numbers of parents and students are personal data; therefore only relevant people should have access, and the information should only be kept for as long as it is required;
- Student data should not be kept on the private devices of staff.

Monitoring:
- Senior Leaders will check to ensure that lessons are taking place at the appropriate times. Each Senior Leader is allocated to a specific year group;
- Senior Leaders will 'drop in' to online lessons randomly and in response to any concerns raised;
- Senior Leaders will audit online content in terms of pupil/staff communication;
- Senior Leaders will assess parental feedback from questionnaires regarding types of distance learning and adjust provision accordingly.

Pupil Online Learning Agreement
Google Classroom - When working Online, I will:
Key Stage 2
- Treat myself and others with respect at all times; when I am online or using a device, I will treat everyone as if I were talking to them face to face in a classroom;
- The messages I send, or information I upload, will always be polite and sensible;
- I will not upload, post, share or forward material that could be considered offensive, harmful or illegal, and if I see others doing this, I will report it to my teacher;
- I will choose a sensible place to work from so that what people see online is appropriate;
- If I have any worries or concerns about anything I have seen or heard online, I will let an adult know.

Signed: …………………………………………… Name: ……………………………………………………………………

Date: ………………………………………………………

Ashington Learning Partnership Data Security - Do's and Don'ts
Working from home

DO use a strong password for logins and emails. Minimum of 9 characters and 3 different character types.
DO log-off or lock your device when leaving it unattended.
DO be aware of who you share information with. Make sure that anything shared on Google Drive is only shared with people who need access and they are given appropriate permissions.
DO use Google Drive and Google Docs to create and store information as these are held within a secure cloud system, behind encryption and passwords.
DO make sure you have signed out completely from any services that you use online.
DO make sure that any devices, whether school devices or personal devices, are physically secure and not left in places that they could be easily stolen or misuse.
DO think about what you are doing on the internet and only visit appropriate websites and download attachments that are secure and safe from trusted resources or senders.
DO store all of your documents, pictures etc. on Google Drive so that it is secure and backed up.

DON'T share your passwords with anyone else or write them down on pieces of paper or in planners, notebooks etc. or save passwords in web browsers.
DON'T use personal devices to *download* school related information or pupil related data. When working on personal devices, this should all be done in the cloud on Google services.
DON'T download any sensitive or personal information onto non-school devices.
DON'T leave sensitive data unattended or allow unauthorised people or family members to see any data or allow them access to personal devices that you use to work on school data.
DON'T leave physical devices, which are either school devices or personal devices in an insecure location or where people can access them who shouldn't.
DON'T access any insecure websites or download any attachments from a sender you are not familiar with or are not expecting.
DON'T save data to your laptop or portable devices. This won't be backed up and is at risk of being lost.

Advice for ALP Staff on Remote Teaching and Learning

Safeguarding considerations
As well as familiarising yourself with the Staff Acceptable Use Policy, E-safety Policy and Staff Code of Conduct, please also note that you should:
- Not seek to communicate/make contact or respond to contact on official email channels with pupils or parents outside of the purposes of their work or home working questions;
- Not give out any personal details;
- Only use the equipment provided by the ALP Trust, if possible;
- Only use internet-enabled personal devices in line with ALP acceptable use policies;
- Follow our school acceptable use policy and online safety guidance.

Technical Requirements for Working at Home Safely
- Ensure your home network is secure, with a secure password to connect to your Wi-Fi;
- Ideally, only school equipment should be used. If you have to use private computers, make sure these are on Windows 10 and fully updated with the latest security updates;
- Hard disk encryption must be activated if files are stored on the device, rather than Google Drive however Google Drive should be used to store all documents when possible;

- Lock your screen during inactivity or when you are away from your device if there are other people in your home;
- School devices are only permitted for use by staff. Children or other persons living in the household may not use the device.

How to avoid common data protection risks if you work from home
- Secure your Wi-Fi. A long password, with multiple character types is a good start;
- School data should never end up stored on private devices;
- Remember to be aware of phishing emails. New scams have been taking advantage of the general uncertainty and enticing people to make thoughtless clicks and downloads. **If you don't know the sender, don't open the email!**
- Where possible, normal school communication channels (ALP Emails, Google Drive collaborative documents, Google Hangouts) should still be used;
- Put your device away in a secure place at the end of working at home, away from windows.

For information on Data Security when working from home, please see the following document:
https://docs.google.com/document/d/1RADhWekLwmbEJ0Ckniu12gDaex3GmeiRwkC6HOUk51g/edit

Code of Conduct – Covid-19 Temporary Addition

To be read in conjunction with the Safeguarding and Child Protection, E-safety and Code of Conduct and Dress Policies.

Online Learning:
- When recording videos or live streaming sessions staff must adhere to the ALP's dress code policy;
- Staff must wear their staff lanyard so that children recognise that the adult is a safe person to talk to;
- Staff must maintain the same professional standards as at school - corresponding professionally in both tone and content;
- Set appropriate behavioural expectations in line with the ALP's Behaviour Support Policy;
- Conduct lessons in a quiet space, preferably against a neutral background, ensuring that friends and family are never visible during a lesson;
- Conduct lessons within the times identified on the online learning timetable, within the normal school day.

Etiquette for online meetings or training:
- When accessing sessions staff must adhere to the ALP's Dress Code Policy (e.g. a part time member of staff accessing 'within school' training from home should dress in line with policy and wear their lanyard);
- Staff must maintain the same professional standards as at school - corresponding professionally in both tone and content;
- Staff must ensure that their video is on during meetings/briefings and that their device is on mute until asked to join;
- Mobile phones should be turned on to silent to minimise distractions;
- Join the session in a quiet space, preferably against a neutral background.

Roles and Responsibilities

SAFEGUARDING – BOTHAL PRIMARY SCHOOL

Mrs L Johnson
Designated Safeguarding Lead

You can also contact:
Mrs A Parker, Bothal Lower
Mrs M Marshall, Bothal Upper
Miss A Hall, Bothal Upper
Miss S Agan, Central Upper & Lower
Miss L Hall

E-Safety - Mrs H Walker
Prevent - Miss L Hall
Health & Safety - Mrs N Lumley

Miss S Agan
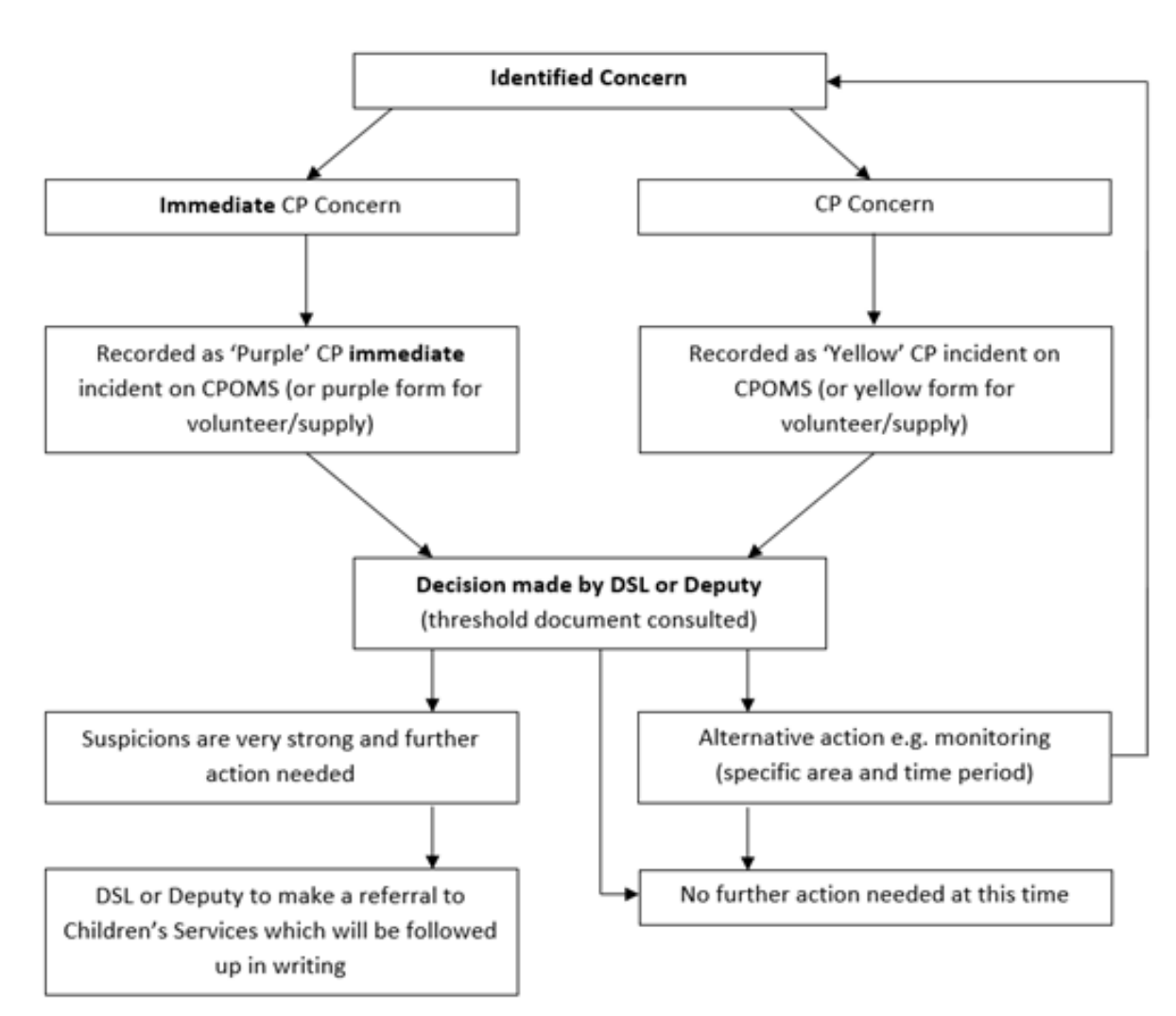**Designated Safeguarding Lead**

You can also contact:
Mrs C Harle, Central Lower
Mr A Kemp, Central Upper
Mrs L Johnson, Bothal Lower
Miss A Hall, Bothal Upper
Miss L Hall

E-Safety - Mrs H Walker
Prevent - Miss L Hall
Health & Safety - Mrs N Lumley

Action To Take When It Is Suspected A Child Could Be At Risk

Ashington Learning Partnership

Channels of communication should be quick and clear:

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                        ┌─────────────────────┐
                        │  Identified Concern  │◄──────┐
                        └─────────────────────┘        │
                         ╱                   ╲          │
            ┌─────────────────────┐   ┌─────────────────────┐
            │ Immediate CP Concern │   │     CP Concern       │
            └─────────────────────┘   └─────────────────────┘
                     │                           │
   ┌──────────────────────────┐   ┌──────────────────────────┐
   │ Recorded as 'Purple' CP   │   │ Recorded as 'Yellow' CP   │
   │ immediate incident on     │   │ incident on CPOMS (or     │
   │ CPOMS (or purple form for │   │ yellow form for           │
   │ volunteer/supply)         │   │ volunteer/supply)         │
   └──────────────────────────┘   └──────────────────────────┘
                     ╲                       ╱
                ┌──────────────────────────────┐
                │ Decision made by DSL or Deputy│
                │ (threshold document consulted)│
                └──────────────────────────────┘
                     │                     │
   ┌──────────────────────────┐   ┌──────────────────────────┐
   │ Suspicions are very       │   │ Alternative action e.g.   │
   │ strong and further        │   │ monitoring (specific area │
   │ action needed             │   │ and time period)          │
   └──────────────────────────┘   └──────────────────────────┘
                     │                     │
   ┌──────────────────────────┐   ┌──────────────────────────┐
   │ DSL or Deputy to make a   │   │ No further action needed  │
   │ referral to Children's    │──►│ at this time              │
   │ Services which will be    │   └──────────────────────────┘
   │ followed up in writing    │
   └──────────────────────────┘
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** Any member of staff who is unhappy with the joint decision made with the DSL can consult with the Executive Principal/Head of School/Chair of Governors or seek advice from key staff within the Local Authority.

Safeguarding Induction Sheet
(For new or supply staff and regular visitors and volunteers)

We all have a statutory duty to safeguard and promote the welfare of children, and at Ashington Learning Partnership, we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our DSL or one of the alternative post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must immediately inform, in person or by phone one of the designated professionals detailed below and follow this up recording as Purple immediate CP concern on CPOMS. Staff should refer to CPOMS instructions for the school procedures.

All supply staff, volunteers and visitors should obtain a copy of our safeguarding form and complete. This will be in your induction pack or can be obtained from school office staff. Please ensure you complete all sections as described.

If you are unable to locate one of the designated professionals, ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the EP. If an allegation is made about the EP, you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the LADO, Adam Hall. NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8am to 8pm, Monday to Friday or via e-mail: help@nspcc.org.uk

The people you should talk to in school are shown in Appendix C.

At Ashington Learning Partnership, we strive to safeguard and promote the welfare of all of our children.

Abuse and Neglect

Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the Designated Safeguarding Lead (or deputy).

Abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Indicators of Abuse and Neglect
Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting; by those known to them, or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to:
- Bullying (including cyber bullying);
- Physical abuse, hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Gender based violence/sexual assaults;
- Sexting (also known as youth produced sexual imagery);
- Initiation/hazing type violence and ritual.

Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

Physical Abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness in a child.

Sexual Abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development.

It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

We recognise that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionally impacted by things like bullying - without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food and clothing, shelter (including exclusion from home or abandonment);
- Protect a child from physical and emotional harm or danger;
- Ensure adequate supervision (including the use of inadequate caretakers);
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Contextual Safeguarding
Safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside the school. All staff should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Examples of contextual safeguarding are shown below detailing factors relevant to the ALP and our response.

Factors	Concerns	ALP's Response
Geographical	Close proximity to the River Wansbeck.	Pupils are taught about the danger of water and how to keep themselves safe when in, on or near water.
Social and Economic	- Post office, church and park in the local area. - McDonalds and Asda in local area.	We teach pupils about personal safety and making the right decisions about their behaviour beyond school.
Peer Group	Pupils have older siblings who may be influential to younger family members.	Our curriculum teaches pupils about the issue of 'peer pressure'. Pupils are taught to be confident and assertive through our PSHE curriculum. We also engage in a full week of 'anti-bullying' activities and we high profile this with our school community.
Home	Many of our pupils are connected to the internet at home and regularly use gaming devices to engage in online games with their friends.	Through our computing curriculum, pupils are taught about online safety. E-safety is promoted in school lessons, assemblies, pupil voice and through participation in Safer Internet Day. We actively encourage pupils to talk about any concerns they may have regarding online content or use of technology. Our E-Safety Coordinator also supports children and families in relation to any online or mobile phone incident. This proactive and responsive approach allows us to target certain groups of pupils or individuals and gives us the flexibility to respond to school incidents. We understand that parents want to support their child in becoming confident and independent users of technology and provide advice through our Facebook, newsletters and drop in sessions.

Child Exploitation

G1 - Child Criminal Exploitation

Child Criminal Exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

a) In exchange for something the victim needs or wants, and/or

b) For the financial or other advantage of the perpetrator or facilitator and/or

c) Through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual.

CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see G3), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of Child Criminal Exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education.

G2 - Child Sexual Exploitation

Child Sexual Exploitation (CSE) occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity:

a) In exchange for something the victim needs or wants, and/or

b) For the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology.

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs of Child Sexual Exploitation:

- Underage sexual activity;
- Inappropriate sexual or sexualised behaviour;
- Sexually risky behaviour, e.g. 'swapping' sex;
- Repeated sexually transmitted infections;
- In girls, repeated pregnancy, abortions, miscarriage;
- Receiving unexplained gifts or gifts from unknown sources;
- Having multiple mobile phones and worrying about losing contact via mobile phone;

- Having unaffordable new things (clothes, mobile phone) or expensive habits (alcohol, drugs);
- Changes in the way they dress;
- Going to hotels or other unusual locations to meet friends;
- Seen at known places of concern;
- Moving around the country, appearing in new towns or cities, not knowing where they are;
- Getting in/out of different cars driven by unknown adults;
- Having older boyfriends or girlfriends;
- Contact with known perpetrators;
- Involved in abusive relationships, intimidated and fearful of certain people or situations;
- Hanging out with groups of older people, anti-social groups or with other vulnerable peers;
- Associating with other young people involved in sexual exploitation;
- Recruiting other young people into exploitative situations;
- Truancy, exclusion, disengagement with school, opting out of education altogether;
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual, mood swings, volatile behaviour, emotional distress);
- Self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders;
- Drug or alcohol misuse;
- Getting involved in crime/police involvement, police records;
- Involved in gangs, gang fights, gang membership;
- Injuries from physical assault, physical restraint, sexual assault.

G3 - County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other forms of "deal line."

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines. Criminal networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for purposes of transporting drugs. A referral to the National Referral Mechanism should be considered.

Signs and Symptoms of County Lines:
- Persistently going missing from home or school;
- Being found out of area;
- Unexplained acquisition of money, clothes or mobile phone;
- Excessive receipt of calls and text messages;
- Relationships with older, controlling individuals;
- Associated with gangs;
- Leaving home or care without explanation;
- Suspicion of self-harm, physical assault or unexplained injuries;
- Parental concerns;
- Significant decline in school performance;
- Significant changes in emotional wellbeing.

So-called 'honour-based' Abuse

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes, which have been committed to protect or defend the honour of the family and/or the community, including:
- Female Genital Mutilation;
- Forced Marriage;
- Breast Ironing.

Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

H1 - Female Genital Mutilation

It is essential that staff are aware of Female Genital Mutilation (FGM) practices and the need to look for signs, symptoms and other indicators of FGM.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

Four types of procedure:

Type 1	Type 2	Type 3	Type 4
Clitoridectomy:

Partial/total removal of clitoris. | Excision:

Partial/total removal of clitoris and labia minora. | Infibulation entrance to vagina is narrowed by repositioning the inner/ outer labia. | All other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area. |

Why is it carried out?

Belief that:
- FGM brings status/respect to the girl – social acceptance for marriage;
- Preserves a girl's virginity;
- Part of being a woman/rite of passage;
- Upholds family honour;
- Cleanses and purifies the girl;
- Gives a sense of belonging to the community;
- Fulfils a religious requirement;
- Perpetuates a custom/tradition;
- Helps girls be clean/hygienic;
- Is cosmetically desirable;
- Mistakenly believed to make childbirth easier.

Is FGM legal?

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries, including the UK.

Circumstances and occurrences that may point to FGM happening:
- Child talking about getting ready for a special ceremony;
- Family taking a long trip abroad;
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- Knowledge that the child's sibling has undergone FGM;
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM:
- Prolonged absence from school and other activities;
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- Bladder or menstrual problems;
- Finding it difficult to sit still and looking uncomfortable;
- Complaining about pain between the legs;
- Mentioning something that somebody did to them that they are not allowed to talk about;
- Secretive behaviour, including isolating themselves from the group;
- Reluctance to take part in physical activity;
- Repeated urinary tract infections;
- Disclosure.

The 'One Chance' rule:
As with Forced Marriage, there is the 'One Chance' rule. It is essential that settings/schools/ colleges take action **without delay.**

Where FGM has taken place, there has been a **mandatory reporting duty** placed on teachers since 31st October 2015. Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Further information on when and how to make a report can be found in the following Home Office guidance: 'Mandatory Reporting of Female Genital Mutilation - procedural information' (October 2015).

H2: Forced Marriage

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion are used to cause a person to enter into the marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

Signs and symptoms may include:

- Students may appear anxious, depressed and emotionally withdrawn with low self-esteem;
- They may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia;
- Sometimes they may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol;
- Often students' symptoms can be exacerbated in the periods leading up to the holiday season;
- Students may present with a sudden decline in their performance, aspirations or motivation;
- They may be subject to excessive restrictions and control at home;
- Some students may not be allowed to attend any extra-curricular or after-school activities;
- Girls and young women may be accompanied to and from school/college, and even during lunch breaks;
- Some students may stop attending school or college;
- Their homework is incomplete or appears rushed. This may be the result of being actively discouraged from doing it by family members;
- Students may do their homework late at night, which frequently shows in school because they are lethargic, unable to concentrate and have a general appearance of tiredness;
- Professionals being told that the student is out of the country;
- There are occasions when older siblings (usually brothers) and cousins keep a close eye on girls to make sure that they do not meet anyone or talk to friends;
- Conflict between the student and their parents about whether the student will be allowed to continue their education;
- Family history of older siblings leaving education early and marrying early.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the ALP's safeguarding approach.

The Prevent Duty
All schools and colleges are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent Duty.

School Leaders must:
- Familiarise themselves with the revised Prevent duty guidance: for England and Wales;
- Take part in Prevent training and ensure staff have the relevant training;
- Assess local risk of extremism;
- Ensure there are robust IT protocols to filter out extremist materials;
- Ensure school buildings are not be used to give a platform to extremists.

Channel
Channel is a voluntary, confidential support programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Understanding and recognising risks and vulnerabilities of radicalization
Children and young people can be drawn into violence or they can be exposed to the messages of extremist groups by many means. These may include through the influence of family members or friends and/or direct contact with extremist groups and organisations or, increasingly, through the internet. This can put a young person at risk of being drawn into criminal activity and has the potential to cause **significant harm**.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Head of School or Designated Safeguarding Lead (or deputy) making a Prevent referral.

Possible indicators include:
- Use of inappropriate language;
- Possession of violent extremist literature;
- Behavioural changes;
- Advocating violent actions and means;
  - Association with known extremists;
  - Seeking to recruit others to an extremist ideology.

Further information: https://www.gov.uk/government/publications/prevent-duty-guidance

Private Fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:
- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum-seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the school to inform the Local Authority of a Private Fostering Arrangement. The Local Authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Further information: www.gov.uk/government/publications/children-act-1989-private-fostering

Children Missing Education

A child going missing from education (CME) is a potential indicator of abuse or neglect, including sexual exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions.

The school must notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the Local Authority of any pupil who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the School Medical Officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe s/he will return to the school at the end of that period;
- Has been permanently excluded.

The ALP will demonstrate that we have made the necessary enquiries to ascertain the whereabouts of children that would be considered 'missing'. School absences may be a sign of abuse so all staff will follow procedures and report any concerns regarding absences.

Further information: 'Children Missing Education: statutory guidance for local authorities – September 2016'

Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms.

In cases where peer on peer abuse is identified we will follow our child protection procedures, recognising that both the victim and perpetrator will require support.

We recognise that peer on peer abuse can manifest itself in many ways such as:
- Child Sexual Exploitation/Child Criminal Exploitation;
- Bullying/cyberbullying;
- Physical abuse;
- Radicalisation;
- Abuse in intimate friendships/relationships;
- Sexual violence and harassment;
- Gang associated and serious violence;
- Initiation/hazing type violence and rituals;
- Sexting.

There are a number of factors that make children more vulnerable to peer on peer abuse:
- Experience of abuse within their family;
- Living with domestic violence;
- Young people in care;
- Children who go missing;
- Children with additional needs (SEN and/or disabilities).

Research tells us girls are more frequently identified as being abused by their peers, and girls are more likely to experience unwanted sexual touching in schools. Boys are less likely to report intimate relationship abuse. Boys report high levels of victimisation in areas where they are affected by gangs.

There is an increasing evidence base emerging about the sexual exploitation of boys (by both adults and peers). We recognise that both boys and girls experience peer on peer abuse but can do so in different ways.

A difficult feature of peer on peer abuse is that the perpetrators could be victims themselves and possibly are being abused by their parents or caregivers.

Relationship abuse is unacceptable behaviour between any two people.

Further information: www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

Some of the complicated reasons why children abuse other children:
- The child may have been emotionally, physically, or sexually abused themselves;
- The child may have witnessed physical or emotional violence;
- The child may have viewed sexually explicit/violent movies, video games or other materials;
- The child may have just acted impulsively without meaning to harm anyone.

Peer abuse must be taken extremely seriously for these reasons. It could be an indicator of even worse abuse going on in the child's home.

Preventing Peer on Peer Abuse:

Peer abuse can be prevented. Ashington Learning Partnership have undertaken the following actions to aid this:
- Clear robust policies on dealing with key issues such as cyber bullying;
- Staff and children are aware of the policies;
- Robust supervision and staff aware of potential risky areas in and around the schools;
- Increased supervision during key times;
- Steps taken to prevent isolation;
- Children are separated if needed;
- Where risk is identified, a student risk assessment will be actioned.

Sexually Harmful Behaviour

Sexualised Behaviour

Green Behaviours…	Amber Behaviours…	Red Behaviours…
are part of safe and healthy sexual development which are: • Displayed between children or young people of similar age or developmental ability; • Reflect curiosity, experimentation, consensual activities and positive choices; • 'Normal' but inappropriate within the school/ classroom setting.	are potentially outside of safe and healthy development due to: • Age or developmental differences; • Activity type, frequency, duration or context.	are clearly outside of safe and healthy development and: • Involve much more coerciveness, secrecy, compulsiveness and threat; • Require action from school and other agencies.

For further information of sexualised behaviour, thresholds visit www.brook.org.uk

M1 - Sexual Violence and Harassment in Schools
Sexual violence and sexual harassment can occur between two children of any **age** and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

- Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline;
- Sexual harassment can include sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about appearance, sexual "jokes" or taunting; physical behaviour, such as: deliberating brushing against someone, interfering with someone's clothes;
- Online sexual harassment, which might include: non-consensual sharing of sexual images/ videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats;
- It is more likely that girls will be the victims of sexual violence and more likely that sexual harassment will be perpetrated by boys;
- Children with Special Educational Needs and Disabilities (SEND) can be especially vulnerable;

The ALP ensures:
- It is clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- We do not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys";
- We challenge any behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia. Dismissing or tolerating such behaviours risks them being normalised.

M2 – Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is now a criminal offence and staff should report concerns immediately to the DSL.

Further information: www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges

M3 - Sexting

Sexting can be defined as 'sending or posting sexually suggestive images, including nude or semi-nude photographs, via mobiles or over the internet.'

If staff become concerned about a 'sexting' issue, they should not look at, share or print any indecent image and should:

Step 1: If a device is involved, confiscate it and set it to flight mode or, if not possible, switch it off.

Step 2: Seek advice - give the electronic device immediately to the DSL. Report your concerns following your normal child protection procedures.

Concerning factors that DSLs should look out for:
- ✓ Is there a significant age difference between the sender/receiver?
- ✓ Is there any external coercion involved or encouragement beyond the sender/receiver?
- ✓ Do you recognise the child as more vulnerable than usual i.e. at risk?
- ✓ Is the image of a severe or extreme nature?

Is the situation isolated or has the image been more widely distributed?
- ✓ Have these children been involved in a sexting incident before?
- ✓ Are there other circumstances relating to either sender or recipient that may add cause for concern i.e. difficult home circumstances?

Remember: the production and distribution of sexting images involving anyone under the age of 18 is illegal and needs very careful management for all those involved.

Further information: www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis

Trafficking and Modern Slavery

"Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, abduction, fraud, deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs.

"Child" shall mean any person under eighteen years of age.

The Palermo Protocol establishes children as a special case. Any child transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. This is partly because it is **not considered possible for children to give informed consent**. Even when a child understands what has happened, they may still appear to submit willingly to what they believe to be the will of their parents or accompanying adults. It is important that these children are protected too.

Why are children trafficked?
Children are trafficked for many reasons, including sexual exploitation, domestic servitude, labour, benefit fraud and involvement in criminal activity such as pick-pocketing, theft and working in cannabis farms. There are a number of cases of minors being exploited in the sex industry. Although there is no evidence of other forms of exploitation such as organ donation or 'harvesting', all agencies should remain vigilant.

Children may be trafficked from other countries for a variety of reasons. There are a number of factors in the country of origin, which might make children vulnerable to being trafficked.

The factors listed below are by no means a comprehensive list:
- Poverty;
- Lack of education;
- Discrimination;
- Cultural attitudes;
- Grooming;
- Dysfunctional families;
- Political conflict and economic transition;
- Inadequate local laws and regulations.

Potential Indicators
Once in the UK the child:
- Receives unexplained/unidentified phone calls whilst in placement/temporary accommodation;
- Shows signs of physical or sexual abuse, and/or has contracted a sexually transmitted infection or has an unwanted pregnancy;
- Has a history with missing links and unexplained moves;
- Has gone missing from Local Authority care;
- Is required to earn a minimum amount of money every day;

- Works in various locations;
- Has limited freedom of movement;
- Appears to be missing for periods;
- Is known to beg for money;
- Performs excessive housework chores and rarely leaves the residence;
- Is being cared for by adult/s who are not their parents and the quality of the relationship between the child and their adult carers is not good; is one among a number of unrelated children found at one address;
- Has not been registered with or attended a GP practice;
- Has not been enrolled in school;
- Has to pay off an exorbitant debt, e.g. for travel costs, before having control over own earnings, is permanently deprived of a large part of their earnings by another person;
- Is excessively afraid of being deported

Further information: www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- Psychological;
- Physical;
- Sexual;
- Financial;
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Signs, Indicators and Effects

It is often difficult to tell if domestic abuse is happening because it takes place in the family home and abusers can act very differently when other people are around. Children who witness domestic abuse may:

- Become aggressive;
- Display anti-social behaviour;
- Suffer depression or anxiety;
- Not do as well in school – due to difficulties at home or disruption of moving to, as well as from, refuges.

Other signs and symptoms may include:

- Withdrawn;
- Sudden change of behaviour;
- Clingy;
- Problems sleeping;
- Eating disorders;
- Wets the bed;
- Soils clothes;
- Takes risk;
- Misses school;
- Changes in eating habits;
- Obsessive behaviour;
- Nightmares;
- Drugs;
- Alcohol;
- Self-harm;
- Thoughts of suicide.

Source: www.nspcc.org.uk

Homelessness

Types of homelessness and bad housing arrangements:
- Living in temporary or emergency accommodation (such as B & Bs and hostels);
- Hidden homelessness (staying with friends or family on a temporary basis or living in overcrowded conditions);
- Couch/sofa surfing, moving from one place to another;
- Being at risk of abuse or violence leading to homelessness or overcrowding.

Impact of homelessness:
- Practical issues include loss of possessions required for school e.g. books, uniform etc.;
- May be unkempt due to lack of laundry services;
- Physically exhausted due to sleeping arrangements;
- Emotionally exhausted due to increased stress;
- Signs of severe emotional trauma leading to emotional stress, anxiety;
- Changes in behaviour and/or problematic behaviour;
- Children may become withdrawn or aggressive;
- If placed out of area they may arrive late or miss school due to transport/financial difficulties;
- The child's ability to maintain relationships may be affected;
- May 'stand out' more to peers, leading to feelings of alienation and self-consciousness;
- Impact on attainment levels and ability to learn.

Source: Shelter 2017

Key Safeguarding Contacts

Children's Services	Telephone Number
Onecall (Northumberland) If you are worried about a child or adult's welfare - Children's Services - Adult Social Care - Community Health	01670 536400

Northumberland Designated Officer (LADO)	
Adam Hall	

Operation Encompass Teachers' National Helpline	
Guidance from an experienced Educational Psychologist following an Operation Encompass report Mon-Fri 8am-11am	

Police / Law & Order	Telephone Number
Police Non-Emergency	101
Prevent team	101
Anti-Terrorist hotline	0800 789 321

Education	
Carol Leckie Schools' Safeguarding Team Manager	
Victoria Kinneavy MASH Education Liaison Officer	
Emma Wilson Education Welfare Officer	
Education Support for Looked After Children (ESLAC) Virtual School Headteacher: Jane Walker	

Other Contacts	Telephone Number
NSPCC Whistleblowing Helpline (Mon-Fri 8am-8pm)	0800 028 0285
Clennell Education Solutions (Advice on safeguarding issues)	

Child Protection and E-safety Report Forms

Please provide a copy to the Designated Safeguarding Lead

Where possible incidents should be reported using CPOMS

CPOMS Information

We are using CPOMS to log:		Notify:
Child Protection Purple concerns: For any disclosure needing instant referral. Abuse: physical, emotional, sexual Drugs	1. You **must** speak to a DSL immediately. In the event you cannot speak to a DSL, you must speak to a Deputy DSL. If you cannot speak to a Deputy, then speak to any member of the Safeguarding Team. The Safeguarding Team can be identified from the posters around school and the yellow ID covers on their lanyards. 2. After speaking to the DSL, complete as new incident on CPOMS. Flag as purple CP concern. If you do not have access to CPOMS use the purple form (available from the school office at each site).	DSL BPS: Leanne Johnson DSL CPS: Sam Agan **In case of absence contact Deputies:** BPSL: Anne Parker BPSU: Michelle Marshall CPSL: Catharine Harle CPSL: Alan Kemp Aimee Hall (BPSU) Louise Hall
Yellow Concerns: For any concerns that require monitoring, most likely around neglect.	Complete as a new incident on CPOMS, flag as yellow CP concern, which will notify the DSL and Assistant Head of School. If you do not have access to CPOMS use the yellow form (available from the school office at each site).	BPS: Leanne Johnson CPS: Sam Agan CPSL: Catharine Harle CPSU: Alan Kemp
Incidents against the **Protected Characteristics**	For any incidents against the protected characteristics log including as much details as possible. This is especially for incidents involving **race & homophobia.** Incidents must be submitted to County on an NCC form. Please include race and gender of the perpetrator(s) and the victim. If you do not have access to CPOMS use the blue form (available from the school office at each site).	ALP: Aaron Spence BPSL: Leanne Johnson BPSU: Aimee Hall CPSL: Catharine Harle CPSU: Alan Kemp Incidents involving race: Louise Hall
Behaviour	All behaviour will be logged on CPOMS under 'Behaviour' Amber, Red or Red Flag with a sub category of choice or dysregulation. Please include details of the behaviour and the lesson it was in. Break or lunchtime behaviour incidents should be logged separately under this category on CPOMS.	ALP: Catharine Harle BPSL: Leanne Johnson BPSU: Aimee Hall CPSL: Catharine Harle CPSU: Alan Kemp
Parental Contact	All conversations with parents should be logged including details of the phone calls made home to inform them a red or red flag has been given. The date and time should be included in this record.	Form Teacher
Individual Behaviour Log	These are mainly behaviour related and usually extreme behaviour.	Form Teacher
Violent Incidents	These must be completed with your line manager and added to the child's record, whether they are victim or perpetrator.	ALP: Nikki Lumley
Prevent Duty	Add as a new incident with as much detail as possible, these incidents must be reported to the proper authorities.	ALP: Louise Hall
Bullying	All allegations of bullying, whether by child or adult, must be logged under this category under CPOMS. This will be investigated and if proven to be the case will be logged as a bullying incident on CPOMS by the Assistant Head of School.	BPSL: Leanne Johnson BPSU: Aimee Hall CPSL: Catharine Harle CPSU: Alan Kemp
Use of Restraint	The correct ALP form must be completed (found in policy file on Google drive) and added as a new incident to CPOMS with the form included as an attachment.	ALP: Nikki Lumley
E-Safety Incident	E-safety incidents should be recorded on CPOMS and if no access to CPOMS then using the relevant form available from the school office at each site. The e-safety coordinator will be notified.	ALP: Heather Walker

Designated Person Check List

Possible Action	By Whom	Outcome
Discuss with child		
Contact parents		
Check records in school		
Discuss with relevant professionals		
Check with schools who have siblings		
Seek advice from LA		
Monitor and review		
Consider an Early Help Plan		
Consult with Social Care		
Contact Police 101: Non-emergency 999: Immediate Danger		
Other (please specify)		

Assessment of Risk		
Safeguarding	Risk of Harm	Immediate Danger